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ABSTRACT

Seventeen activities or programs conducted in the Dade County (Florida) public elementary and secondary schools in order to reduce or prevent dropout are described in this resource guide. The programs activities include: (1) workshops to develop school-based dropout prevention programs; (2) "Students Working Intelligently to Combat High Educational Deficiencies (SWITCHED), a peer counseling program to improve attendance and academic achievement; (3) Project Trio, offering academic support services, a student support team and career oriented services; (4) efforts by each school's occupational specialist to target potential dropouts; (5) the Vocational Interdisciplinary Program (VIP) for high risk students; (6) "REPO," an outreach program with a vocational emphasis conducted in collaboration with local businesses; (7) the Truancy Prevention Project; (8) the Home Instruction Program for Preschool Youngsters; (9) the School Alternative Vocational Education (SAVE) project; (10) Academy for Community Education, targeted toward potential delinquents; (11) Operation Turnaround, which aims to improve the learning environment and academic performance of inner city elementary students; (12) the Cuban National Planning Council, a service provision program; (13) the Urban Studies Institute; (14) a traditional skills class for elementary students who have failed to meet promotion standards; (15) Project Jump-Ahead, a basic skills program; (16) the Elementary Alternative Strategy, which reduces class size of selected students; and (17) the Student at Risk Program (SARP), designed to provide intensive instruction, supervision and counseling services to high risk students. (GC)

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DROPOUT PREVENTION/REDUCTION PROGRAMS AND ACTIVITIES

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF STUDENT SUPPORT PROGRAMS

December, 1985

ud025106

TITLE AND DESCRIPTION	STATUS
SCHOOL-BASED DROPOUT PREVENTION PLANS On May 10 and 11, 1984, a workshop was conducted with representatives from each secondary school. The team consisted of an administrator, counselor or occupational specialist, teacher, and registrar. Each school was required to develop an "action" plan for dropout prevention. In addition, area superintendents reviewed the plans before submitting them to the central office for printing. Continuation or revised plans have been submitted for the 1985-86 school year and will continue to be monitored by the dropout prevention supervisors.	
STUDENTS WORKING INTELLIGENTLY TO COMBAT HIGH EDUCATIONAL DEFICIENCIES (SWITCHED) SWITCHED is a youth-assisted program designed to improve attendance and academic school achievement. A cadre of four academically stable students from each of seventeen schools are trained in "peer counseling" techniques and will meet five times a school year to plan strategies. Each team will counsel potential dropouts at its home school before school, during lunch break, and after school. The seventeen selected schools are: Miami Beach Senior Miami Carol City Senior Miami Central Senior Miami Edison Senior Miami Jackson Senior Miami Northwestern Senior Miami Senior Homestead Senior MacArthur-North Allapattah Junior Carol City Junior Citrus Grove Middle Miami Edison Middle Homestead Junior North Dade Junior Westview Junior MacArthur-South The number of participating SWITCHED students is 68.	

TITLE AND DESCRIPTION	STATUS
PROJECT TRIO This is a three-component program to be operational in eighteen selected schools during the 1985-86 school year. The three components are **academic support services, a student support team, and career exploratory and job shadowing models.** Participating schools are: Miami Beach Senior Miami Carol City Senior Miami Central Senior Miami Edison Senior Miami Jackson Senior Miami Northwestern Senior Miami Senior Homestead Senior South Dade Senior Allapattah Junior Carol City Junior Citrus Grove Middle Miami Edison Middle Homestead Junior North Dade Junior Westview Junior MacArthur-North MacArthur-South The number of participating students is 450.	
OCCUPATIONAL SPECIALISTS TARGET POTENTIAL DROPOUTS Using the established dropout profile developed by M.I.S., the occupational specialist in each secondary school designates a group of 30 potential dropouts. These students are recorded in the Student Case Management System (SCMS), and services provided by student services, academic, and vocational personnel are entered into SCMS. A report will be given to each school regarding services provided to these students, including curricular offerings to serve their needs. The number of participating students is 2,220.	

TITLE AND DESCRIPTION	STATUS
VOCATIONAL INTERDISCIPLINARY PROGRAM (VIP) FOR POTENTIAL DROPOUTS - (ROBERT MORGAN VOCATIONAL/TECHNICAL CENTER) This program is available to high-risk students in grade 10 who volunteer to attend this school on the site of Robert Morgan Vocational/Technical Center. These students have exhibited high absenteeism, tardiness, and unsatisfactory academic performance. Students receive instruction in academic and vocational subjects, develop employability skills, and participate in a work/study program. The number of participants is 101.	
REPO (RECRUITMENT INTO AN EDUCATIONAL PROGRAM THROUGH OUTREACH) This program attempts to "reclaim" dropouts into an appropriate educational setting, including, but not limited to, the Vocational Interdisciplinary Program (VIP). The program recruiter obtains involvement and commitment of business/industry to publicize the various adult, skill centers, and secondary school programs through which former students can re-enter the educational system. This campaign includes the following: 1. staff development of business/industry personnel directors regarding school system educational programs 2. commitment of various industries to distribute literature to persons accepted or rejected by various businesses and industries for employment 3. commitment by business and industry to hire students who have not received a high school diploma with a contingency that they will return to some form of education (GED, high school, or adult) to complete their high school education 4. communication of available alternatives to complete education through usual business/industry billings (for example, Southern Bell - the telephone bill; Florida Power and Light - the electric bill)	

TITLE AND DESCRIPTION	STATUS
TRUANCY PREVENTION PROJECT This program is being implemented in the Miami Coral Park Senior High School feeder pattern. It includes the following schools: Miami Coral Park Senior High, Rockway Junior High, West Miami Junior High, and W. R. Thomas Junior High Schools. The purpose of this project is to improve the present truancy situation that exists in this feeder pattern. It is a total effort by different community agencies to improve attendance and reduce the number of truants. Two part-time school/community liaison positions have been established to support this effort. They assist the principals and school personnel with identified students by providing assistance to counselors, making home contacts (phone calls to parents after school hours), and home visitations. The number of participating students varies.	
HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY) This program of instruction focuses on three major areas of intellectual functioning--formal language, sensory discrimination, and problem solving. To qualify for the program a child must be four years old. In addition, the parent must make a commitment to attend bimonthly meetings, enroll his/her child for two years, and devote 15 minutes, five days per week as his/her teacher. Children will be pre- and post-tested for growth comparison. A total of 100 parents and children will participate during the 1985-86 school year.	

TITLE AND DESCRIPTION	STATUS
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT (SAVE) The School Alternative Vocational Education project operates at Rockway Junior High School and is designed to serve unsuccessful, but not disruptive students, who have sufficient cognitive ability to complete a school program. The program features a "school-within-a-school" setting for approximately 15 students who meet this criteria. The program attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing students' level of basic skills attainment. Except for a homeroom period, the students take all their classes together. SAVE emphasizes both basic skills and professional/career exploratory opportunities along with guidance/counseling sessions, emphasizing both pre-emeployment skills and self-growth. Features of the program, designed to produce a positive change in student behavior and school attitudes, include contracting with the participants' parents; parental involvement via meetings; field trips; small class size; use of a reward system; and "early bird" pre-vocational training. The number of participating students is 26.	
ACADEMY FOR COMMUNITY EDUCATION The Academy for Community Education is a program for predelinquent youngsters who are disruptive, unsuccessful and/or disinterested in the regular school environment. The program is located at Merrick Educational Center. Placement is determined by grades, achievement test scores, suspensions, disciplinary problems, and excessive absences. A behavior modification system is used to reward students who meet program standards in attendance, conduct, and academic achievement. The number of participating students is 130.	

TITLE AND DESCRIPTION	STATUS
OPERATION TURNAROUND This program is designed to improve the learning environment and academic performance of students in selected elementary inner-city schools. Test results indicate that these students are achieving significantly lower in reading and mathematics than students in other elementary schools in this school district. Operation Turnaround aims specifically at eliminating systemic and personnel deficiencies as a means by which to improve the quality of education for disadvantaged children. The elementary schools selected for participation are Holmes, Little River, and Orchard Villa. During the summer of 1985, workshops in Classroom Management and How to Implement the Diagnostic Prescriptive Program in Basic Skills were conducted for teachers in the above referenced schools. The number of participating students is 2,654.	
CUBAN NATIONAL PLANNING COUNCIL (CNPC) This program will identify the social, economic/employment, and cultural needs of Cubans and other minority groups, and provide services to those in need of assistance. Students meeting the dropout criteria of poor attendance, tardiness, behavior as well as economic problems will be offered intensive guidance/counseling, vocational/career training, and opportunities for job placement. In addition, students and their parents will be involved in career guidance and counseling sessions. The program is being implemented from October, 1985 to June, 1986 at Booker T. Washington Junior High School. A counselor from CNPC works in cooperation with the school counselor in the identification of students. Ongoing meetings will occur between the counselors. The number of participating students is 100.	

TITLE AND DESCRIPTION	STATUS
URBAN STUDIES INSTITUTE This is a three-component pilot project being implemented at Lake Stevens and North Carol City Elementary Schools during the 1985-86 school year. Components of the program include peer group counseling, advocacy training for parents, and basic skills training. In addition, a pre/post assessment will be administered to measure attitudinal and behavior changes of participants. Part-time professionals provide overall direction and support to the project. Experimental and control groups will be utilized to compare the success of the project. The number of participating students is 30.	
TRANSITIONAL SKILLS CLASS Transitional skills class is an alternative program which is designed to serve students in grades 1-6 who have failed to meet the standards for promotion. Targeted students are those who, through either lack of attention, absenteeism, or low ability, need intensive instruction and more structure in order to "catch up" academically. The instruction in the the transitional class is concentrated in the basic skills areas and students are provided with remedial instruction in the areas of previous academic failure. When appropriate, students are mainstreamed into regular classes at the grade level to which the student would have been assigned if promoted. The transitional class concept focuses on alternative strategies to prevent failure. It provides many students the opportunity to gain the skills they lack for promotion in a much shorter time and in a more efficient manner. The participating elementary schools are Cutler Ridge, Fulford, Lillie C. Evans, and Riverside. The number of participating students is 63.	

TITLE AND DESCRIPTION	STATUS
PROJECT JUMP-AHEAD This pilot project is being implemented at Dunbar, Phyllis Wheatley, and Campbell Drive Elementary Schools. It is designed to remediate basic skills deficiencies of selected third and fifth grade retainees. These students are tutored in one of two models: conditional placement in the following grade or retention until such time as promotion requirements are met. The number of participating students is 45.	
ELEMENTARY ALTERNATIVE STRATEGY The Elementary Alternative Strategy known as special adjustment class is designed to reduce the class size of selected students in grades 3-5. The student/adult ratio (teacher and aide) will not be greater than 15 to 2. These students will be assigned from regular classrooms, upon recommendations by the Child Study Team. The instructional assignment is communicated by the homeroom teacher. Additionally, individual counseling is required of the special adjustment teacher. Incentives will be awarded using a behavioral modification approach. The length of time of the student's assignment to the special adjustment class, will vary during nine-week marking period. The participating schools are: Allapattah, Pine Villa, Dunbar, and Golden Glades Elementary Schools. The number of participating students varies.	

TITLE AND DESCRIPTION	STATUS
STUDENT AT RISK PROGRAM (SARP) This program is designed to provide intensive high-interest instruction, close supervision, and counseling services to eighth grade and/or tenth grade "high risk" students. These students exhibit poor academic skills, have attendance problems, and have exhibited poor behavior in the past. Course offerings include language arts, mathematics, science, physical education, and two electives. A teacher is assigned to no more than 14 students and is responsible for one-to-one group counseling, monitoring attendance, parent conferences, assisting students in course selection and job placement, and generally being a friend and confidant to the students. Schools participating in the Student At Risk Program are: Lake Stevens, Mays, Robert E. Lee, and Shenandoah Junior High Schools. The number of participating students varies.	

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

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